

The Hampden-Sydney Tiger

December 1, 2022

“The Hampden-Sydney student will behave as a gentleman at all times and in all places.”

Issue CII.7

FEATURE: WHAT IS THE IDEAL CORE CURRICULUM?

DANIEL NIVENS '24
EDITOR-IN-CHIEF

Last month, the faculty were sent an email with something like eight pages of questions asking for their opinions of the state of the current core curriculum on cam-

pus. Specifically, the introduction to the questionnaire stated: “Our goal is for individual faculty members to reflect on each component of the existing core curriculum. We are not interested in attitudes towards specific classes, per se. Rather, we wish to

get your feelings regarding the overarching discipline/the-matic/content area being represented by each component. In the upcoming pages, for each component of the core, you will be asked to: 1) use a slider scale to indicate how cen-tral you feel that core

component is to an HSC education; and 2) indicate how sat-isfied you are with that component’s representation in the current core (e.g., number of associ-ated credit hours, number and type of course options, rules that govern the requirement such as

‘from at least two departments’, etc). You will also be giv-en the opportunity to expand on your responses.” *The Ti-ger* asked a similar question, albeit in much less specific-ity, to a number of faculty and students: When you imagine the ideal core cur-

riculum, what do you see? The Edito-rial Team would like to extend our sin-cere thanks to those who replied to our call for articles, and we hope that their views will be en-lightening on the is-sue as it is discussed among the faculty.

Hampden-Sydney’s curriculum, for good reason, places a strong emphasis on the liberal arts and on exposing students to the way that scholars think about problems from different perspectives and tradi-tions. However, the College’s current approach to this goal focuses too much on a proscriptive list of disciplines and not enough on consid-ering what attributes we would like H-SC graduates to possess when they leave the Hill. If I could wave a magic wand and change the cur-riculum, I would replace the discipline-based categories we currently have with attribute-based categories (for instance, effective commu-nication, quantitative literacy, cultural literacy, etc.). Students could satisfy these requirements by taking two courses from two different divisions across the entire College in each category. I would also intro-duce a required Freshman Seminar in which each department would offer one course each fall semester that would use a discipline-focused exploration of a societal issue to introduce the essential skills for col-lege success (critical reading of texts, making a scholarly argument, etc.). The topic of the seminar and the precise pedagogical approach would be at the discretion of each department, but all students would be exposed to a common set of skills in their first semester at the Col-lege. While these ideas obviously leave out a lot of details that would need to be addressed, they would be able to considerably shrink the size of the core, give all H-SC students a solid foundation for success at the start of their college experience, and identify and emphasize a core set of attributes that the College believes are essential for all of its students to succeed.

--Professor Michael Wolyniak

Regarding the core curriculum review, I prefer an academic skills-based core over one that mandates a common experience for all stu-dents. A common experience seems too much like boarding school. My biggest concern in the review is that the small areas of our core that offer global and comparative perspectives—foreign language, Global Cultures, and international studies—might be pared down to make our academic program more “distinctive.” I am not in favor of replacing these areas with more content that disregards historical con-text and emphasizes Europeanness.

The student courseload issue has many moving parts. Current-ly, a typical HSC student load is five three-credit courses, though I know math and science majors take many four-credit courses. Stu-dents at many of our peer and aspirant institutions typically take four courses, with each course counting for four credit hours or as “course units.” Thus, the reduction to four courses may not mean fewer credit hours toward graduation; in fact, it could mean slightly more (128 in-stead of 120). I favor at least some reduction in the student courseload, mostly because so many of our students already drop to four courses, especially in their first two years—something like nine courses per year.

--Dean Eric Dinmore

How is math used? A standard response to this reasonable question is to point to applications in disciplines that use mathematics, includ-ing physics, engineering, data science, economics, and many others. Those who study mathematics deeply can go on to very productive, innovative, and lucrative careers.

But what does math offer everybody else? Does mathematics have value in the core of our liberal arts curriculum? Without ques-tion: yes. The most important reason everybody should study mathe-matics is for the lessons it teaches in analytical reasoning. The mission of our College requires “an atmosphere of sound learning,” and this requirement cannot be met without every student studying mathe-matics. Numeracy and analytical reasoning complement literacy and critical thinking.

I do not expect all of my calculus students to be able to compute derivatives ten years from now, but that is not the point. The trans-ferrable analytical reasoning skills gained from studying mathematics allow us to draw important insights about functions and data, transi-tion back and forth between abstract concepts and concrete examples, and think logically in technical domains. These are skills needed in a well-functioning society. Mathematics is therefore an indispensable part of our College’s core curriculum and necessary to fulfill its mis-sion.

--Professor Michael Strayer

The Core, though haphazardly constructed, is as currently constituted appropriate for a liberal education. It pursues three goals. First, it in-troduces students to different means of knowing. The natural sciences know nature by experimentation, or manipulating the environment. The social sciences know humankind by rigorous observation and analysis of societies. The humanities know by the interpretation of the products of human culture. The Core encourages understanding by all three of these methods.

Second, the Core asks the question of identity. “Who am I, and who are we?” Students learn what it means to be American, and more broadly Western. A rich understanding is only possible by com-parison, so students also develop knowledge of the world outside of America, and cultures other than our own.

Finally, the Core develops the skills of self-expression. Rhet-oric, the RPE, and foreign language requirement all contribute to the development of these rhetorical skills. Wisdom which is inarticulate is wasted.

Hampden-Sydney’s Core, like the College itself, is the product of slow, incremental, and often haphazard changes, but those which endured did so because they were true to the nature of the College. The Core, and the College, are coherent and consistent. They only lack an articulate defense.

--Professor Warner Winborne

Burn our core curriculum to the ground and build a new one, for this world of computers, of cellphone apps, of streaming video. As gener-ations of faculty have arrived at the College and departed from this Hill, we have revised the core curriculum according to the needs of the students. Gone are the requirements for Latin and Greek. Gone are Saturday classes. Gone is “Western Man.” A liberal arts education does not revolve around someone’s nostalgia, someone’s benighted fantasy about what “liberty” is, or what one political party or another ordains as “truth.” We do not worship false idols at this College. We do not claim that our own biases are somehow eternal verities to which stu-dents must conform. We think, we argue, we adapt to the times. Let us study texts from our past that challenge us to adapt. Let us read texts from eras of great change in the world. Let us be brilliant. Let us also be humble. Let us never pretend that we alone have wisdom. Let us not pretend that we alone in all of time have got it right. Our core must change to let us better prepare our students for an ever-changing world.

--Professor Robert Blackman

We value our role as one of two all-male liberal arts colleges in the nation. But what does it mean in the modern world to be a liberal arts college. Many students, therefore, see the core curriculum as some-thing that must be knocked out, thinking it exists for the purpose of studying old things for the sake of studying old things. Our alumni, however, see the core curriculum as foundational to their success in the world, because it taught them to think for themselves and to learn on their own. More specifically, our core curriculum has provided them with the skills needed to advance in their careers, whatever those careers turn out to be.

Over the years, I have developed a list of the most important skills for leaders in the modern world. They also happen to also be those that we teach here at HSC. In short, every liberally educated per-son should be able to: I. communicate clearly and effectively, II. an-alyze primary source documents, III. model complicated systems, IV. answer questions experimentally, V. produce original creative work, and VI. view situations from multiple points of views.

Hampden-Sydney students learn how to: communicate in our rheto-ric and modern language classes; read primary sources in our western culture sequence; model complicated systems in our mathematics, so-cial science, and philosophy courses; answer questions experimentally in our laboratory science classes; produce creative works in our fine arts and creative writing classes; and view situations from multiple points of view in our global cultures, religion, and literature classes.

Whatever the details of our new core curriculum, let us keep in mind that every class we offer at Hampden-Sydney College, regard-less of what it is nominally about, teaches the most sought after skills in the modern workplace. The problem at hand, therefore, is one of modelling a complex system. How do we impart these skills in the most efficient manner? And, most importantly, what can the student do to make sure that he has exercised all of these skills here at Hamp-den-Sydney, before being expected to do them throughout the rest of his life?

--Professor Jonathan Keohane

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FEATURE (CONT'D)

The current core is an abhorrent mess for transfer students. Associates degrees are slashed in half, two years to finish out becomes three, and classes that have already been taken (and covered more material than their HSC counterparts) are tossed aside by departments unwilling to be considerate.

Transfer Students with an associates degree are expected to complete the entire core checklist, in addition to their majors and minors. When it is understood that someone transferring in can expect to only receive ~40% of their credits towards the core and their major, this means that transfers wishing to come here are being forced to do so on a plan of three years until completion.

Students attending for four years already find it difficult to fulfil their compass requirements and to work their schedule around the harsh requirements the current core demands, now imagine having half the time while also dealing with the usual social downsides of being a transfer student.

It is paramount that Hampden-Sydney either reduce their ridiculous standards for local colleges transfer credits, or the core for transfers must become modular or significantly reduced – so that a graduate can show they have taken a wide variety of courses in the liberal arts without breaking their back on 18 credit semesters for a 150+ credit degree. If Hampden-Sydney wishes to eliminate over a year of any transfer student’s credits, they must be willing to make that up in a reduced core else more and more transfers will decline to come here or will leave once they discover that admissions lied to them.

--Mary Torrence ‘24

I’m not going to pretend to know what the composition of the “ideal core” would look like. However, I will say this: I think that lowering the average course-load from 15 credits per semester to 12 credits per semester might be worth further discussion.

In my time on The Hill, I’ve had a foot in many different areas of student life, including various clubs, intramural sports, student government, reading groups, scholarship programs, etc. Although I have loved many of my classes and I firmly believe that we are students first and foremost, it is undeniable that Hampden-Sydney’s rich campus life and various opportunities sets it apart from other schools. Lowering the average course-load would give students more time and mental bandwidth to pursue other activities.

If given the chance to take fewer classes as an underclassman, I’m not sure if I would have done so; I poured over the entire academic catalog over half a dozen times in search of any and all courses that might interest me, and at one point I wanted to take as many classes per semester as I was able.

I am grateful for the academic ambition I had as an underclassman. Because I took heavy course-loads during my first four semesters, I now have more freedom to pursue other things as an upperclassman. As a senior, I’ve found that my true passions lay elsewhere with things like student government and engagement, bringing back Kaleidoscope, and music. However, not all students want to overload their semesters—some students arrive as capable freshmen who, instead of taking an extra 3-credit-hour course, would prefer to contribute to the campus community by participating in student government or a club. If the average course-load were to be lowered, I’m curious about how the average student would actually fill up their new-found spare time. Certainly, some students would simply waste that time. But some students might also choose to pursue something more meaningful and significant than a 3-credit-hour elective.

--Benjamin Hager ‘23

If we want to improve the core curriculum, perhaps it’s time for a liberation struggle.

The H-SC core serves several simultaneous purposes: it encourages breadth across disciplines, a common foundation of certain skills and concepts, and realizes our goal of being a liberal arts college. But it also contains empires: stipulations that certain disciplines must be taken.

Our current core implies some excellent goals. But whenever the imperial standard flies over a requirement, it may obscure what the College asks students to learn. And the result is checklisting and grumbling — students griping that they’re “forced” to take a course in department X, rather than an understanding of the utility of that goal (and the value of the respective liberal arts discipline.)

One change to consider is to tear down the empires where possible, and think about what the goals are — and how different disciplines, in some cases, might contribute to them. We should reject academic mercantilism in favor of a core that clearly expresses its goals — something prospective students can better understand, that current students would be more excited to pursue, and that faculty could teach towards.

--Professor James Frusetta

Although I sympathize with those who argue that the core curriculum should be reduced, I’m not sure how exactly this should be done. I hold the (perhaps unpopular) opinion that the courses I’ve had to take have been largely good.

Instead, I argue for a qualitative modification. The motivation of the core curriculum, and in fact liberal arts education in general, is to provide a broad base of knowledge beyond one’s specialization. Although the economic benefits of a college education are not to be understated, Hampden-Sydney does not train mere technicians, and prospective students who seek only training for their future careers should be encouraged to instead attend a public university.

Nevertheless, I think that for many students, the core requirements fail to provide this general knowledge, because low-level courses often do not provide a sufficient view of alternative fields. Introductory courses often provide only shallow overviews of a given field. Furthermore, in many departments there exist courses that appear to be designed for non-majors. These courses often teach the history of the field or its use in society, and although these courses may be valuable, I do not think that students who take such courses to satisfy their core requirements gain a sufficient appreciation for the intellectual tools of that field. One cannot understand mathematics, for example, merely by looking at its impacts on society or its history without doing math.

Imagine a student who simply wants to satisfy his core requirements. If he took the easiest possible course in your major, to what extent would he gain an appreciation for its foundational concepts and techniques? Although some introductory courses are better in this respect than others, we cannot expect departments to design those courses solely for the benefit of the core curriculum.

As such, I argue that students, when taking courses to satisfy core requirements, should be required to take those courses in sequence within the same department. For example, someone who takes an introductory chemistry course to satisfy a natural science requirement should not be able to satisfy their additional natural science requirements by taking introductory biology or physics courses. Instead, this person should be required to take subsequent, higher-level courses in chemistry. Although the exact details are inessential, I think that the core curriculum should have analogous groupings for other departments that are sufficiently similar.

Furthermore, *Rhetoric et Compass delendae sunt*.

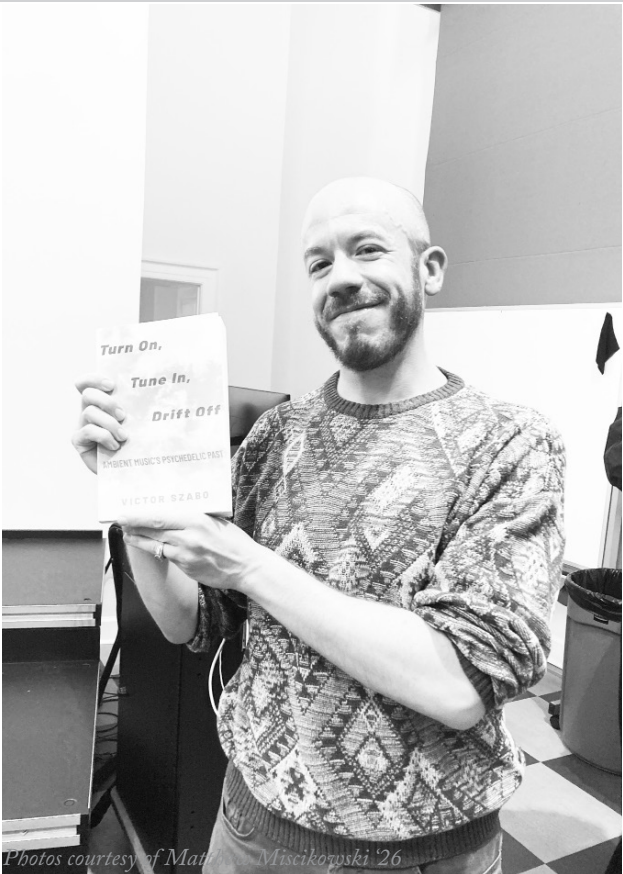
--Benjamin Jia ‘25

PROFESSOR SZABO RELEASES NEW BOOK

MATTHEW MISCIKOWSKI '26
STAFF WRITER

On Wednesday, November 16th Dr. Victor Szabo, the assistant professor of music, held a celebration for the release of his new book, *Turn on, Tune in, Drift off*. The book focuses on the history of ambient music, which has always been an area of interest for Dr. Szabo. The main draw for Dr. Szabo to write this fascinating book is the lack of documentation on ambient music. By writing this book Dr. Szabo has provided a little clarity to the history of ambient music. During his

celebration, he gave a brief overview of his book and the history of ambient music. Ambient music was pioneered by various musical artists in the 20th century, notably Brian Eno. Brian Eno, up until this point, was known exclusively for his rock career; however, this would change when he began dabbling in a new genre of music with his spare time. Brian Eno began developing his new genre of music to compete with Muzak, a company that produced generic music for businesses to utilize. Eno believed that this background music should be more



than generic, corporate made music. Eventually, Brian Eno created the term ambient music for this new genre

of music which was described as music that was interesting, but ignorable. Since Ambient music’s birth, the

way it is used and its popularity has changed massively. For example, during the peak of psychedelics in the 60’s and 70’s ambient music was used to reinforce the psychedelic experience or “trip.” During this period some people believed that ambient music could stimulate a psychedelic experience without the use of psychedelic drugs. Ambient music has since moved away from psychedelic usage (not entirely) but is still strongly relevant in modern day music. New ambient music is produced by thousands of young artists every year and is assist-

ed by easy access to technology needed to create such music. Ambient music’s modern usage ranges from meditative purposes such as in yoga to quiet studying music. This concluded the end of Dr. Szabo’s presentation, and he was met with a grand applause from the packed Brinkley Hall. Ambient music can best be summed up by Dr. Szabo as “Music that fosters a sense of place.” If the history and mysteries of ambient music are intriguing to you *Turn on, Tune in, and Drift off* is now available at any major book store and online.

NEWS

WILSON CENTER HOSTS 5TH CONGRESSIONAL DISTRICT DEBATE

MARC MOROZ '26
GUEST WRITER

On October 26th—thanks to a tremendous effort from Dr. Ryan Pemberton, Dr. Caroline Emmons, Dr. Celia Carroll Jones, Mr. Gordon Neal, Mrs. Cameron Cary, Mrs. Jennifer Meitz, the Wilson Center for Leadership in the Public Interest, the Office of Student Affairs, the Department of Public Safety and Police, the Office of the President, and four students who assisted with logistics—congressional incumbent Bob Good and the opposing candidate Josh Throneburg met on the campus of Hampden-Sydney College for the 5th Congressional District Candidate Forum. Throneburg sought to appeal to the audience as a rational moderate, leaning into his status as a pastor who grew up in a small town and often claiming that “democracy [was] at stake.” Good also called on members of the 5th District to think about “what [was] at stake” but warned the voters that Throneburg was a Democrat “extremist” masquerading as a moderate Democrat. When asked about his plans to deal with the rising costs of college, Good blamed the increased prices on the government’s intervention and compared Biden’s student loan forgiveness program to a pyramid scheme, saying it was designed to benefit the wealthy. Throneburg capitulated that he wishes Biden’s plans were structured differently but was glad Biden was at least addressing the issue. Both candidates mentioned plans to expand educational grants with Throneburg adding that he would like to see community college made free. A question about the ever-increasing national debt led to reminders from Throneburg that the national debt also increased under Trump along with the suggestion that the “rich” be taxed at a higher rate than they currently are. Good responded that the

national debt is a significant threat to America and that even though the debt did increase under Trump, the Democrats tend to spend even more profusely. Both candidates agreed that illegal immigration is “a real threat to the American people.” Good blamed Biden for “help[ing]” drug and human trafficking rings, calling attention to the fact that a member of the MS-13 gang and trafficking organization was arrested locally. Good stated that Biden’s policies turn “every town [into] a border town” and told the audience that he will fight for Trump-era policies. While Throneburg agreed that the border should be strengthened, he sought to complement the strengthened border with an increase in work visas. Throneburg claimed that there are never enough workers and that immigration would help small businesses find people to employ. When questioned about foreign wars and foreign policy, especially the war in Ukraine and the conflict between China and Taiwan. Throneburg said it is “our responsibility” as the defenders of democracy to stand between Ukraine and Russia. Throneburg stated that while the American involvement in the war has taken a financial toll on Americans—the money spent is well worth weakening one of our adversaries. He added that an increase in American manufacturing would decrease the country’s reliance on foreign goods and allow the United States to fight against foreign powers more effectively. While he condemned the Russian invasion of Ukraine, Good argued that America should not be getting involved in foreign conflicts when there are so many issues to focus on within the nation. Good also highlighted the fact that Putin did not invade Ukraine during Trump’s presidency, claiming that Putin was afraid of Trump but emboldened by Biden’s “embarrassments” in Afghanistan and

other nations. Good also took the opportunity to mention the Second Amendment, which he said is what prevents the United States from being taken over by a tyrannical government like that of Russia or China. When the candidates were asked about how they would live up to the example set by General Samuel Wilson, the 22nd president of Hampden-Sydney College, Throneburg responded that hearing the general’s story inspired him to continue to protect the vulnerable and serve others. Good pointed to the general’s time as a veteran, mentioning his own efforts to better the lives of veterans in the 5th District. Good also claimed that if someone today flies the American flag—the flag that the military fights under—he or she can be assumed to identify as a Republican, which Good further claimed: “shows where the patriots are.” The final question directed to both candidates was about climate change and was first presented to Representative Good. Good responded that he did not believe in the Climate Change “Agenda,” stating that he sees the War on Climate Change as a dishonest demonization of fossil fuels and a war on American energy independence. Good told the audience to look towards Biden’s approach to gasoline as an example, declaring that Biden’s “attacks” on American energy are why gas prices are so high. Good further emphasized Biden’s continued use of oil from the Strategic Reserves and correspondence with other countries “that hate [America]” to produce more oil, which Good said was all to hide the rising gas prices and other impacts of Biden’s actions before the midterm elections. Throneburg called Good’s response an unhealthy “infatuation” with fossil fuels that was the result of bribery. He continued by declaring that scientists have proven that climate change is real and that America

only has 40 years’ worth of fossil fuels left, warning the audience not to leave a barren wasteland to their grandchildren. The next questions were directed from one candidate to another, beginning with a question from Throneburg to Good about the events of January 6th, 2021, and Good’s refusal to support a bill honoring the officers who resisted the insurrection. Good responded that he did not believe the bill was submitted in good faith because “Democrats declared war on the police” and “AOC and The Squad” do not support the police.” Good further argued that he supported a substitute bill from his party that he believed was not a political “stunt.” Good followed up by posing a question to Throneburg about Throneburg’s endorsement from Elizabeth Guzman, who Good stated endorsed “gender confusion.” Throneburg responded by saying that Good was not interpreting Guzman’s views or her propositions charitably and that he views things through a lens of “compassion and common sense,” which means that he would rather focus on caring for the mental health issues rampant in the LGBT community than fighting “a culture war.” Good later added that he believes that “[i]t should be criminal to perform surgery on a child to try to pretend to change their gender, to chop things off [and] to maim a child forever.” Throneburg then asked about Good’s decision to vote against a bill that included increased funding for veteran healthcare, to which Good responded that the bill was structured to make room for more discretionary spending, which Good is against given the current national debt. Good countered by contending that he voted for a substitute bill from his party and co-sponsored many other bills that were meant to

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The Hampden-Sydney Tiger
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by J. B. Wall '19

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The views expressed in the Hampden-Sydney Tiger are those of their authors and do not reflect the official stance of The Tiger.

CSPE HOSTS HISTORY OF HEALTHCARE LECTURE

RICHARD JONES '25
ASSOCIATE EDITOR

On 17 November 2022, the Center for the Study of Political Economy (CSPE) hosted Dr. Christy Ford Chapin to give a lecture on her book entitled *Ensuring America’s Health*, an in-depth look into the history of healthcare in America. As is tradition, the CSPE hosted a dinner with Dr. Chapin before her talk, allowing the members of that organization to get to know Dr. Chapin and ask her their burning public health questions before the general student body inundated the good doctor with wave upon wave of questions. One student who took advantage of this opportunity was Thaddeus J. Cobb. “She’s a very nice person,” said Cobb. “She’s a historian who believes that economics and history could go hand-in-hand.” Cobb’s identification of the distance between economics and history proved to be spot on, and many others found this distance

to be a “fascinating,” instead of frightening, distinction. As Dr. Carson commented in an interview weeks after the event, “It was fascinating to see where economics and history are similar and different in their approaches [to the same events]. Economists approach [these events] with ideas about the market, but historians approach them by looking at the historical record and trying to make sense of it.” Dr. Chapin even inspired Dr. Carson to delve more deeply into the realm of public health with her analysis of the history of government regulation of medicine. “Dr. Chapin talked about how a variety of rule changes in the early 20th century have given us the healthcare system we have today,” Dr. Carson said, “I’m now really interested in the decentralized nature of healthcare in the late 19th and early 20th centuries.” Through their different methods of looking at historical events, both economists and histo-

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THE PEANUT GALLERY

H-SC SLUDGE REPORT

From the Assistant Secretary of the Refuse Bin Collection
Department of the Foremost Office of Sludge:
(Jeffrey Hunsaker '23)

I Publicly Declare My Friendship with Taylor McGee.

Moansgiving Includes Native American Students—1/32 counts, right?

College Church to See Surge in Attendees Preceding Exam Week.

Chi Phi Epsilon Promises White Christmas this Year.

Virginia Prescribed Bi-Polar Medication; Weather Expected to Normalize.

Taylor McGee, Noted Sad Loser, No Longer Friendless.

Irish Resident Association Hosts Trucks for Tots Campaign.

Pitmasters Receives Coal for Christmas: Rejoices.

ROTC Announces Conscription for War on Christmas

The Tiger Editor-in-Chief, Daniel Robinson Nivens, Makes Naughty List for Publishing *The Tiger*.

Hampden-Sydney Asks Santa for a New Wilson Center Director

Holiday Season Arrives, “Bah Humbug!” Says Dr. Winborne

Hampden-Sydney Counseling Center Overloaded with the Two Remaining Dr. Wilson Students.

Administration Decides to do away with core, degrees in Core Curriculum Review

Admissions Relieved *Swagalog* not criticized in this issue: By the way, *The Swagalog* sucks

Dr. Mavid Darion Interviewed for Government Department Position

Some faculty and students shocked to learn that ugly sweaters should be contained to a party.

SPOILER ALERTS NEVER SPOIL:

YET ANOTHER HARRISON FORD MOVIE

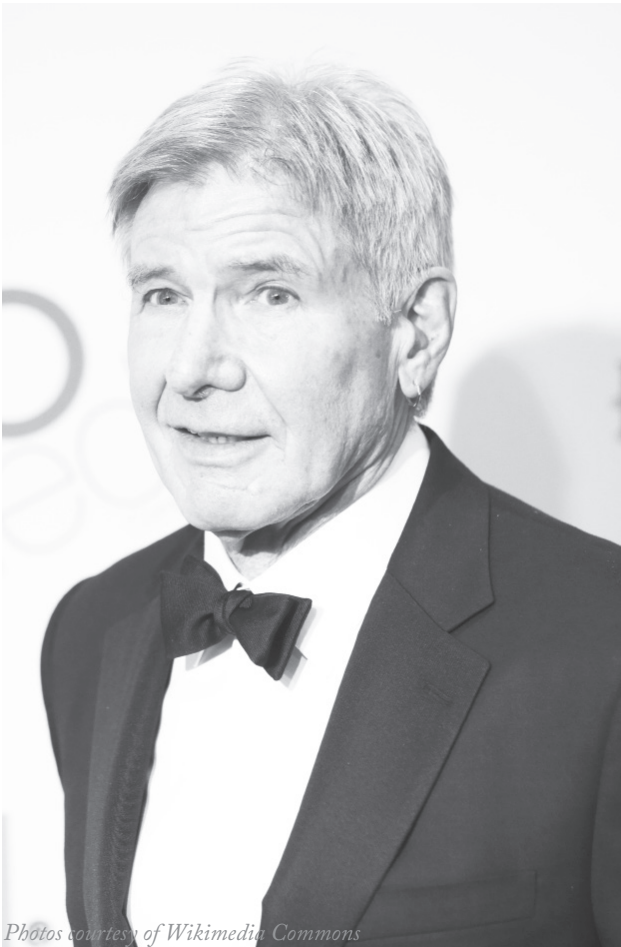
DANIEL NIVENS '24
EDITOR-IN-CHIEF

To those of you who know me, you probably know that I am quite terrible at watching movies. Chances are if you ever ask me “Have you seen this movie?”, the answer is no. So, in an effort to make myself watch some movies, I am writing this column. In every issue of *The Tiger*, I will be writing a non-spoiler review of an old movie that I had never seen. These movies could be a decade old; they could be five decades old. The moral of the story is that spoiler alerts never spoil.

Over the break, I watched *Clear and Present Danger* from 1994. Yes, another good 90s action flick. Well, as good as 90s action films can be. Unlike many others, this action movie does not follow the same plot as all the others—this is probably because it is part of the larger Jack Ryan series by Tom Clancy. With Harrison Ford as the lead, the acting is dead on throughout. With

costars like Willem Dafoe and James Earl Jones, there are really no complaints on this front. The plot is compelling

infinite ammo in firearms, and the impractical helicopter scenes are all here, in all their 90s glory. Could the movie be



Photos courtesy of Wikimedia Commons

and presents some real ethical implications of the War on Drugs, which are particularly relevant given some political calls now to go on a war footing with the cartels. My complaints tend to center around my complaints of many 90s action movies—the clearly faked punching sounds, the

improved by cutting these scenes? Certainly. But, they may be part of the charm. Overall, *Clear and Present Danger* is a good illegal action, political and action thriller merged all into one. It earns a bit higher than what I’ve given other 90s actions movies at an 87%.

CHRISTIAN’S CORNER: THE SEASON OF ADVENT

DAVID CREGO '23
COPY EDITOR

Brothers and Sisters of Hampden-Sydney, Merry Advent! We have all worked hard this semester, and remember to maintain your last bits of fortitude for this finals week. It is crazy to think that the semester is already at its end. I do not know how it went for you, dear reader, but this semester really flew by. Even though we have just returned from Thanksgiving, I think some thanks are still in order for the good graces that we are blessed with to attend a college like Hampden-Sydney. It is truly a great gift from God that we can enjoy the comforts of college life, where our greatest concern is bombing a paper or test. It is a stressful time nonetheless, but we should take solace in the fact that Christ is coming. Just as we all prepare for the

upcoming finals, Advent is a time of preparation, a time for penance. It might sound strange that we should be penitential when Christ our Lord is coming in four short weeks, but penance serves to purify ourselves, so we can be made truly worthy of the promises of Christ. Now is a time to commit ourselves to prayer. What better way to recompense for our sins than communicating with Him of infinite mercy? It is easy to see the Christmas season as one of joy. While we certainly can rejoice in the fact that we live in an era where we know of Christ, we must remember our total insignificance without Christ’s sacrifice. We must take this Advent season to remember the hope of those who lived in anticipation of Christ. Just as the ancient Israelites waited millennia for the savior of man-

kind, Jesus Christ, we must anticipate the second Coming of Christ and his Final Judgement. We must purify ourselves for the coming of the Lord just as Mary was purified before she received the Lord. We should make a special intention to Mary for her glorious submission to God’s will. Just as she bore Christ into this world, let us pray that she will bear Christ in us. Now you don’t have to wear a hair shirt or whip yourself in order to be penitential, but Advent is the time when we should make efforts to sacrifice for Christ’s sake. What you give up might seem insignificant, but you would be surprised how much impact a seemingly insignificant action can have on yourself or on others. Recall the Gospel of Mark when Jesus pointed out the widow who donated two small

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CROSSWORD ANSWERS, 10/27

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SPORTS	
RUBINO REPORTS:	
NICK RUBINO '25 STAFF WRITER	THANKSGIVING FOOTBALL!
What gets better than Thanksgiving football? Another exciting week in the NFL occurred. A couple of the games stood out, however. Those matches included:	
Bills vs. Lions: Even though the outcome was expected, the Lions made this game a little tighter than the Bills might have preferred. The game came down to a field goal in the fourth quarter by Tyler Bass that put the Bills ahead by 3 to win the game. The final score was 28-25. Josh Allen had an above-average game in the air throughout this game. Although he allowed one interception, Allen threw for 253 yards on 2 touchdowns. He had a great game on the ground as well rushing for 78 yards and a touchdown. Mobility like this at his position is something that denotes him as an elite quarterback. Jared Goff gave Josh Allen a run for his money, however, throwing for an equally impressive 240 yards and 2 touchdowns. Jamaal Williams for the Lions rushed for 66 yards and a touchdown as well. The now 4-7 Lions definitely gave the 8-3 Bills a scare. Detroit has the potential to cause an upset this year, no team should sleep on the Lions.	
Buccaneers vs. Browns: Tom Brady and the Bucs expected to roll into Cleveland with an easy win, but the Browns did not go down without a fight. In fact, the Browns came out on top in overtime with a Nick Chubb rushing touchdown to win 23-17. Tom Brady had a subpar game with only 246 passing yards and 2 touchdowns. Much higher numbers are expected out of Brady considering his long resume of success in the NFL. Browns quarterback, Jacoby Brissett, also had a below-average game. Brissett's numbers from that game were 210 passing yards, 1 touchdown, and an interception. The Browns had a great run game with Nick Chubb at the helm of this offense. Chubb ran for 116 yards on 26 attempts and the previously mentioned game-winning touchdown. Overall this game was inciting to watch seeing it came down to the last play of the game.	
Ravens vs. Jaguars: The Jacksonville Jaguars took care of business in their hometown by beating the Baltimore Ravens by a last-second 2-point conversion to seal the deal. The final score of this game was 28-27. Trevor Larence had a star-studded game with 321 passing yards and 3 touchdowns. Lamar Jackson had an average game with 254 passing yards and a touchdown with 89 yards rushing. Gus Edwards got the job done on the ground for the Ravens, however, with 52 yards and a touchdown. Getting into the playoffs for the Ravens is more difficult because the Bengals now have the same record as them being at 7-4. The Ravens beat the Bengals earlier in the season so Baltimore has a tiebreaker on them.	
Raiders vs. Seahawks: The story of the game was one player. JOSH JACOBS. Josh Jacobs dominated the entirety of this game for the Raiders and ran back an 86-yard touchdown to win the game in overtime. The final score of this game was 40-34. Josh Jacobs had a historic game with a total of 229 rushing yards, 2 touchdowns, and 74 receiving yards. He had a franchise record of 303 total yards on Sunday. Derek Carr had a good game as well to complement this performance by Josh Jacobs. Carr threw for 295 yards and 3 touchdowns. Carr also had 2 interceptions, however, that almost cost the Raiders the game. Geno Smith had another good game with 328 yards and 2 touchdowns. Rookie Kenneth Walker III got the job done with 2 touchdowns but an underwhelming 26 yards. Overall it just was not enough to come away with the victory.	
The anticipation continues to build for teams as the end of the season gets closer. The larger question at stake here still remains: who will be contending for the Super Bowl this year?	

TIGER SPORTS BY THE NUMBERS
Football vs Guilford 10/29 — W 28-21
Rugby vs Roanoke 10/29 — W 2-0
Golf @ O'Briant Jenson Memorial 10/31-11/1 — 8th
Soccer vs Roanoke 11/2 — L 0-2
Swim @ Southern Virginia 11/4 — L 56-110
Swim vs Shenandoah 11/5 — W 114-92
Football @ Shenandoah 11/5 — L 7-23\
Rugby @ Richmond 11/5 — L 7-22
Rugby @ Emory & Henry 11/6 — W 2-0
Basketball @ Greensboro 11/8 — L 77-82
Swim vs Randolph-Macon 11/11 — L 79-107
Basketball vs Alvernia 11/11 — W 79-62
Golf @ NCAA Regional Championship 11/12 — 21st
Football v Randolph-Macon 11/12 — L 17-38
Basketball @ Franklin & Marshall 11/12 — W 80-64
Basketball @ Randolph-Macon 11/19 — L 59-61
Basketball @ Mary Washington 11/22 — L 66-79
Basketball vs Washington & Lee 11/27 — W 92-76
Basketball vs Averett 11/30 — W 71-67

KICKOFF WITH COMEAU

GAITHER COMEAU '24
STAFF WRITER

College football fans, what a week we have had. Rivalry weekend did not disappoint. Through numerous upsets and tight games, fans were left with plenty of entertainment over their Thanksgiving breaks. Since the Associated Press rankings are now nullified due to the College Football Playoff rankings being released.

Coming in at the number one spot once again is the Georgia Bulldogs. These dawgs have shown that they are the team to beat this year and have not faltered during the season approaching the Southeastern Conference championship with an undefeated record. The Bulldogs had a bit of a scare this past weekend in the first half against Georgia Tech but rallied back to dominate and win their game. They

will move to play LSU in the Southeastern Conference Championship.

Perhaps the biggest moment of rivalry weekend involved the team that is sitting at number two in the rankings that team being the Michigan Wolverines. The Wolverines shocked the world by marching into Columbus against the Ohio State Buckeyes and dominating them in the second half even without their best player, Blake Corum. This is arguably the best win of the season due to the way that Michigan played on Ohio State's home field and the level of dominance they showed in both aspects of their offense. Michigan is set to play Purdue this weekend in the Big Ten Championship game.

The number three spot goes to undefeated TCU who has shown that they belong in the same conversation

as any other top team in the nation. The biggest reason why TCU is remaining in the top four is due to the strength of its record with many of its wins coming against ranked teams. Even if TCU were to lose in their conference championship the committee will have to consider their resume and could keep them in. TCU is set to play Kansas State in the Big Twelve Championship this weekend.

Breaking into the number four spot is the USC Spartans. The Spartans have dominated offensively this year with Caleb Williams leading the charge for the team while also being the favorite to win the Heisman award this year. This ranking comes after a solid win over an improved Notre Dame team this past weekend as well as a key team falling in front of them. USC is set to play

Utah this upcoming weekend, a team that gave USC their only loss this year.

The first two teams out consist of Ohio State and Alabama. These two blue-blood teams have fallen out of the top rankings which makes this year feel completely foreign with their absence. The Buckeyes seemed to roll over in the second half against Michigan after leading by three going into the half which allowed them to fall the spots in the rankings. The Tide have two losses on their resumes and neither of their losses looks particularly well, especially after these last two weekends. However, they have still managed to creep into the number six spot.

Although the top six teams are set, rivalry weekend spoiled a few other team's chances of having a shot at the playoff. The LSU Tigers were spoiled by

Continue reading on page 6

CHRISTIAN'S CORNER, CONT'D

copper coins as being more generous than the rich giving larger donations. If there is something that you think that you could live without, try giving it up as a sacrifice for God. We tend to exaggerate the objects in our lives, but remember that we as Christians must be ready to abandon everything to follow Christ. I write this November 30th, the feast day for Saint Andrew the Apostle, so we must be like Saint Andrew, Saint Peter, Saint John, and Saint James who abandoned their fishing nets to follow Jesus. After all, what is a cup of coffee compared to the communion with God that we will find in Heaven?

Christmas break approaches,

and we must remember to maintain the good habits that we have developed. It is easy to fall back into old nasty habits at home, especially if we have nothing to do. Idle time is a dangerous thing, for it creates many temptations. I know for myself that I struggle more at home than when I am here on campus. But if we remember that Christ loves us, then we have nothing to fear. I hope each of your Christmas breaks is filled with the joys of family and friends. Remember to keep fighting the good fight. Remember to finish the race. For if you keep the faith, you will receive an award that is beyond description, beyond comprehension.

THE BACK PAGE

TIGER TALES *THE JUNKYARD: PART THREE*

JONATHAN COLEMAN '26
GUEST WRITER

Then Max’s eyes widened in surprise as a shadow fell over the three of them. When he saw what was casting it, he couldn’t resist a slight smirk. He might be saved after all, but he had to time it just right. The policemen, too focused on their pursuit, paid the approaching strike no heed. It would be their last mistake. At the last second, before they could grab him, Max flat-

tened himself to the ground and lay perfectly still. The policemen, stymied for the moment, came to a halt. They turned on their heels and had begun to reach for their quarry when they belatedly recognized the object rushing toward them. But it was too late for them to react with anything but wide-eyed horror. The shipping container swinging from the crane’s hook slammed into them head-on and sent them flying. Max covered his eyes as the shipping con-

tainer passed above him, the wind from its passing ruffling his hair. When metal and flesh connected, he heard screams of pain and the crunch of breaking bones. When all was silent save for the creaking of container and cable, he opened his eyes again and saw the container swinging back the way it had come. He rolled out of its way and stood up, stretching his aching limbs. He could see now that the gate had been knocked clean off its hinges by the

impact from the flung policemen, who by then were only tiny specks in the distance. “H e y , Max! You okay?” Max had been so lost in thought that he hadn’t noticed his comrade Bill clambering down from the crane and coming up next to him. “Sorry,” Max replied. “Wasn’t paying attention.” He noticed Bill’s eyes combing his body. “Don’t worry, I’m fine. Just tired.” “Police,” Bill grumbled. “Hate those guys. At least those

two won’t be coming back.” He paused; a look of horror flicked across his face. “But what if they send more after us? After all, they know where we live now.” “I wouldn’t worry,” said Max. “Just look at the way we fought those guys off. It was basically effortless.” Still, on the inside, Max couldn’t deny that he shared Bill’s worries. At the same time, however, he was thankful that all his friends had been there for him. And even though they were now in mortal danger, com-

ing together had given them a fighting chance. As long as they stayed united, they could face the threat unflinchingly. So what if the government had found their home? They weren’t going to give it up without a fight. And Max realized as he looked back on the events of the past day that, if these were the people he would face persecution with, there were no companions he’d rather have.

THREE-POINTERS FROM MR. SHOTWELL

CARTER SHOTWELL
GUEST WRITER-COUNSELOR

It’s on, Tigers. Follow these tips to get the most out of your efforts as you prepare for exams. You’ve got this! **Space it out.** An hour of studying each day for three days is more effective than a three-hour cram session the day before the test. You know how drained you get as the hours drag on. If you distribute your study, you avoid hitting that wall where nothing is sticking anymore. The time to cram is the hour before your exam. Sit down to a nice breakfast or lunch,

and read over your materials so the details are fresh when you take the test. **Teach it.** If you really know it, you’ll be able to teach it. Find someone who knows less about the subject than you do (parents can be great for this), and explain the material to them as if they are in middle school. Use the simplest words you can. Try to think of new examples for complex ideas. When you do this, you’ll find the gaps in your knowledge better than you ever could reading over your notes. **Rest up.** As you sleep, your brain works to consolidate

what you’ve learned and to strengthen neural pathways so you can remember. Neglecting your sleep in order to cram is counterproductive to retrieving the information on the test. Aim for 7-9 hours of sleep each night during exam week. Remember also that alcohol and other drugs interrupt your sleep cycles and therefore your ability to store what you’ve studied. Mr. Shotwell works in the Office of Academic Success. If your scholastic game is off, he can help you get on track. Email cshotwell@hsc.edu to book an appointment.

DEBATE, CONT’D

assist veterans without increasing the capability for discretionary spending. Good went on to ask Throneburg about his opinion on the way that Democrats handled the Coronavirus pandemic, which Good called the “China virus.” Throneburg capitulated that “mistakes were made,” but he said he is glad that the Democrats erred on the side of caution. He continued by condemning Good’s encouragement of disobedience to the mandates, saying that Good should not have made life harder for people who “just want[ed] to protect” the people. Throneburg used his closing statements to add that he is very pro-choice and blames the lack of women behind the microphones and at the college for the fact that the supreme court decision in *Dobbs v Jackson* was not discussed.

In an interview after the election, Dr. Ryan Pemberton, of the Wilson Center for Leadership in the Public Interest, responded, “I have never been more disappointed with somebody that we have welcomed to the college, and I have never felt so deflated after an event. After so many people worked so hard to be objective, welcoming, fair, and open to help the students and the community, to be disparaged with an inaccurate statement simply for the sake of a sound byte and some political points was disappointing, especially since the college had no opportunity to defend itself. [Throneburg] made the college out to be a caricature and acted like the students all think the same because they are all men, which is simply not true. The questions—aside from the questions

the candidates asked each other—were assembled by the students of three classes and three professors, two of whom were women. Many questions were submitted to the moderator, including questions about the Dobbs decision. My personal political beliefs have nothing to do with my frustration; my frustration comes from the way he brought the college into the discussion. He had every right to say that the Dobbs decision should be addressed, but to blame and denigrate the college was unfair.” Dr. Pemberton also mentioned that the combative debate showed the importance of the four pillars of the Wilson Center: ethical decision-making, effective leadership for diverse contexts, active citizenship, and the civil and rational exchange of ideas.

CFB, CONT’D

the Texas A&M Aggies who have had a quite disappointing year after having the greatest statistical recruiting class of all time. Along with LSU, the Clemson Tigers were beaten by the South Carolina Gamecocks who now have wins against Tennessee and Clemson. Finally, Oregon fell to rival Oregon state

which knocked them out of the PAC 12 championship and their shot at USC. Now that rivalry weekend is over we are on to championship weekend which could lead to even more chaos within the world of college football. Only time will tell what will happen this weekend.

CSPE, CONT’D

rians come to different conclusions about these events. This allows students of both disciplines to discover unique truths about these events that would have otherwise lain

forever dormant. It is truly a testament to the power of academic cooperation that econo-

mists and historians could come together in a place like Hampden-Sydney to hold civil conversa-

tions about historical events, helping each other come to find different truths about these events.

SAMUEL ROBELEN '23
CARTOONIST

Cartoon



THE H-SC TIGER PRESENTS: YOU’RE AN INSUFFERABLE SAD SACK, CHARLIE BROWN